

Analysis of Dimensions of Pancasila Student Profiles in Science Learning for PGSD Students

Harlinda Syofyan^{1*}, Oktian Fajar Nugroho², Ainur Rosyid³, Syahrizal Dwi Putra⁴ 

^{1,2,3,4} Universitas Esa Unggul, Jakarta, Indonesia

*Corresponding author: soflynda@esaunggul.ac.id

Abstrak

Pendidikan karakter harus dilakukan sejak dini dan berkesinambungan untuk mengatasi permasalahan yang ada seperti ketidakjujuran, tidak bertanggung jawab, tidak peduli dengan orang lain atau lingkungan dan lain-lain. Pendidikan nilai dan karakter sangat dibutuhkan untuk memberikan keseimbangan antara perkembangan teknologi dan manusia. Tujuan penelitian ini yaitu mengukur dimensi profil mahasiswa Pancasila pada mahasiswa PGSD pada pembelajaran IPA. Jenis penelitian ini yaitu deskriptif kualitatif. Sampel yang digunakan dalam penelitian ini adalah seluruh mahasiswa yang mengambil mata kuliah IPA yang berjumlah 67 mahasiswa. Metode yang digunakan untuk pengumpulan data adalah kuesioner. Perolehan data yang dihasilkan dari angke. Instrumen yang digunakan dalam mengumpulkan data yaitu kuesioner. Teknik analisis data yang digunakan yaitu analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian dimensi taqwa kepada Tuhan Yang Maha Esa berada pada kategori sangat baik. Pada dimensi kedua mendapatkan 46% untuk kategori sangat baik, sedangkan pada kategori baik mendapatkan 54%. Dimensi ketiga mendapatkan 48% untuk kategori sangat baik, sedangkan kategori baik mendapatkan 52%. Dimensi keempat yaitu memperoleh 55% untuk kategori sangat baik dan 45% untuk kategori baik. Dimensi kelima mendapatkan 12% untuk kategori sangat baik, dan 88% untuk kategori baik. Dimensi terakhir, kategori sangat baik mendapat 16% dan 84% untuk kategori baik.

Kata kunci: Pendekatan Nilai, Pancasila, Hasil Belajar IPA.

Abstract

Character education must be carried out early and continuously to overcome problems such as dishonesty, irresponsibility, not caring about other people or the environment, and so on. Value and character education are needed to balance technological and human development. This study aimed to measure the profile dimensions of Pancasila students in PGSD students in science learning. This type of research is descriptive qualitative. The sample used in this study were all students taking science courses, totaling 67 students. The method used for data collection is a questionnaire—acquisition of data generated from Angke. The instrument used in collecting data is a questionnaire. The data analysis technique used is descriptive qualitative and quantitative analysis. The research results on the dimensions of righteousness to God Almighty are very good. In the second dimension get, 46% for the very good category, while in the good category get, 54%. The third dimension gets 48% for the very good category, while the good category gets 52%. The fourth dimension is 55% for the very good category and 45% for the good category. The fifth dimension gets 12% for the very good category and 88% for the good category. The last dimension, the very good category, gets 16% and 84% for the good category.

Keywords: Value Approach, Pancasila, Science Learning Outcomes.

History:

Received : August 19, 2022

Revised : August 23, 2022

Accepted : October 04, 2022

Published : October 25, 2022

Publisher: Undiksha Press

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



1. INTRODUCTION

Education is very important in life because education is useful for optimizing the quality of human resources morally, morally, and character. Character education must be carried out early and continuously to overcome problems that will arise in the future, such as dishonesty, irresponsibility, and not caring about other people or the environment and others (Intania & Sutarna, 2020; Susilawati et al., 2021; Syofyan et al., 2022). Through the implementation of the Pancasila Student Profile, it is hoped that students can develop their character so that good character is formed and attached to students (Amalia et al., 2022; Tinto, 1997). Pancasila, ignited at the beginning of the independence revolution, experienced a decline in the nobility of its values and the life of the nation, society, and smaller units of life. Forced conformity values replace references to the noble values of Pancasila (Djonko-

Moore et al., 2018; Hakim & Syofyan, 2018). The character of Pancasila has lost its true spirit. Global information technology flows that are increasingly open, unlimited, and uncontrollable make a significant contribution to a disruptive and disruptive atmosphere (Akhlis & Dewi, 2014; Syofyan, 2017)

One of the efforts made to optimize the quality of education in Indonesia is the Pancasila Student Profile. The profile of Pancasila students makes character building a priority with local cultural elements. The current Indonesian curriculum aims to shape the potential and character of students in realizing the Pancasila student profile (Andhini et al., 2022; Nurhayati, 2022). In implementing the Pancasila Student Profile project, it is implemented flexibly. The Pancasila student profile project must be adapted to students based on its content. Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave under Pancasila values, with six main characteristics: faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Aziz et al., 2022; Pamungkas & Sudigdo, 2022). Natural Science is a science that studies nature and its contents in which knowledge acquisition is carried out through scientific activities such as observation, experimentation, and other scientific activities (Dewi et al., 2019; Sutiyo, 2021). Participation in science lessons is important because it allows students to increase their potential and insight and utilize various technologies in everyday life (Nurmawati et al., 2022; Wardani & Syofyan, 2018). Science learning is a part of education that forms students who can think critically, logically, creatively, and innovatively and compete globally. Science learning is expected to be the main basis in education as a place for students to get to know and explore it contextually and apply it to everyday life (Supandi & Senam, 2020; Syofyan & Amir, 2019). The problems in education are not only related to learning competence but also to students' character formation. The achievement of educational success is not only in knowledge but also in character skills, so improving the quality of character education is very important (Novayulianti, 2021; Ramdani et al., 2020). During the pandemic, learning was also carried out online or online, which affected the pattern of student character education.

Educators usually apply character education in daily learning activities carried out at school. However, this online learning makes educators limited in applying it. Almost all students rarely collaborate, socialize, or collaborate among friends or lecturers by character building. In addition, other problems were found. Students underestimated the assignments the lecturer gave and were late submitting them. They did not focus on participating in these learning activities when online learning took place but did other activities. Thus, this is a challenge for the world of education in developing character education during this pandemic.

Pancasila students are a picture of an Indonesian student who has global capabilities and acts under Pancasila values, with six main characteristics: piety to God Almighty, global diversity, cooperation, independence, critical thinking, and creativity (Nggano et al., 2022; Sukriyatun, 2022; Uktolseja et al., 2022). The importance of implementing a Pancasila student profile in schools to help students, including university students, become people with the potential, skills, character, and ability to compete globally (Afiffalih & Hasyim, 2022; Utari & Afendi, 2022). The Pancasila student profile can be applied by learning about an important issue or problem to make them more active in going directly and finding a solution. The profile of Pancasila students consists of 6 dimensions: faith, piety to God Almighty, noble character, Global Diversity, Mutual Cooperation, independence, Critical Reasoning, Creative (Agnafia, 2019; Hozaimi, 2022; Safitri et al., 2022). The Pancasila student profile is a program created to shape a character being implemented by the government, including in learning activities and science courses. The key to success in implementing the Pancasila student profile is the teacher. Teachers have a very important task in learning activities, including in the learning model used to succeed in the value of the Pancasila student profile.

The problems above made the author want to examine more deeply the profile of Pancasila students in students, especially in science learning, so the author conducted research with aims to analysis of dimensions of Pancasila student profiles in science learning for PGSD students.

2. METHODS

This research is a descriptive qualitative type of research. The qualitative research method is used to study the state of natural objects. The researcher took a saturated sample technique, taking the entire population of 67 students. The researcher is the key instrument, the data collection technique is triangulation, and the data analysis is inductive. The results of qualitative research emphasize importance rather than generalization. In qualitative research, data collection is guided by facts discovered during fieldwork rather than theory. Therefore, the researcher's data analysis is inductive based on facts, making it possible to develop hypotheses or theories. Therefore, qualitative research analyzes data to form hypotheses, while quantitative research analyzes data to test hypotheses (Abdussamad, 2021).

3. RESULTS AND DISCUSSION

Results

Questionnaire Results on the Dimension of Faith in God Almighty

Researchers made as many as 20 statements on the dimension of piety to God Almighty. The researcher distributed the questionnaire to all PGSD students taking science courses. The results of the scores obtained in the questionnaire were divided into 4 rating scales. Following are the results of data acquisition made in a pie chart as show in Figure 1.

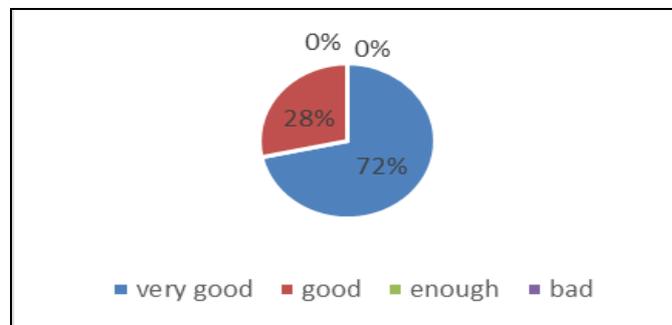


Figure 1. Diagram of Taking Care of God

From the Figure 1, it can be seen that data acquisition in the "very good" category earned 72%, the "good" category earned 28%, and for the "sufficient" and "bad" categories, 0%. So it can be concluded that students have an element of piety to God Almighty in themselves because the acquisition of an average score on students is 72% for the "very good" category. The evaluation of student intervals and frequencies on the dimension of piety to God Almighty is show in Table 1.

Table 1. Table of taking care of God

Interval	Frequency	Presentation	Category
76-100	48	72%	Very Good
51-75	19	28%	Good
26-50	0	0%	Enough
0-25	0	0%	Bad

Table 1 shows that students who received the "very good" category totaled 48 people, and "good" got 19. Hence, the first dimension in the Pancasila student profile is well ingrained in them.

Results of the Global Diversity Dimension Questionnaire

The researcher made 20 statements for the questionnaire on the global diversity dimension. The researcher distributed the questionnaire to PGSD students who took science courses. The assessment on the questionnaire made divided into four categories. Following are the results of data acquisition in the form of a pie chart as show in Figure 2.

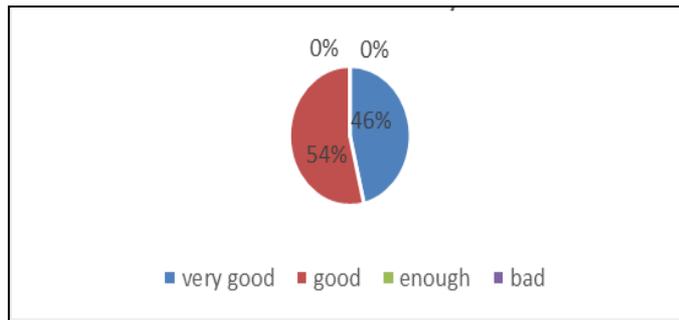


Figure 2. Diagram of Global Diversity

Base on Figure 2 shows that data acquisition in the "very good" category obtained 46% and for the "good" category obtained 54%. The "sufficient" and "poor" categories obtained data of 0%. So that it can be interpreted that the behavior of global diversity in PGSD students, 54%, gets the "good" category, which means that the second dimension of the Pancasila student profile is well embedded in them. The frequency data on the global diversity dimension questionnaire is show in Table 2.

Table 2. Tabel of Global Diversity

Interval	Frequency	Presentation	Category
76-100	31	46%	Very Good
51-75	36	54%	Good
26-50	0	0%	Enough
0-25	0	0%	Bad

From the frequency show in Table 2 it can be concluded that the number of students received the "good" category at interval values ranging from 51-75 was 36. In contrast, for the "very good" category, the number of students obtained was 31. Which of the two categories is the "good" gets more frequency than the "very good" category.

Results of the Mutual Cooperation Dimension Questionnaire

For the cooperative dimension, the researcher made 20 statements. The researcher gave the questionnaire to 67 PGSD students who took science courses. The following is the result of data acquisition that has been processed in the form of a pie chart as show in Figure 3. Base on Figure 3 shows that the "very good" category gets 48%. In comparison, the "good" category is 52%, then the "sufficient" and "bad" categories get 0%, which can be interpreted that the number in the good category is greater than in the very good category, besides that the third dimension which is embedded in students by 52% has been embedded in them in the good category. Furthermore, the data acquisition frequency can be seen in Table 3.

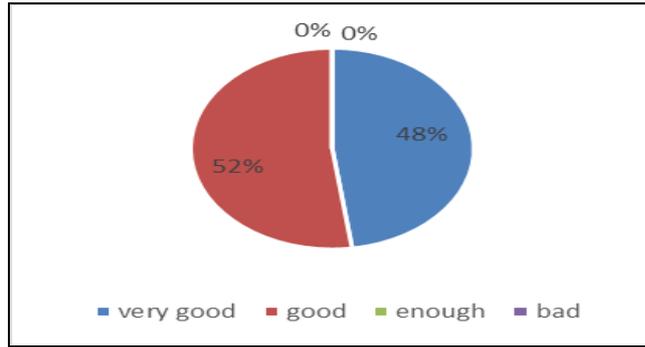


Figure 3. Diagram of cooperation

Table 3. Tabel of cooperation

Interval	Frequency	Presentation	Category
76-100	32	48%	Very Good
51-75	35	52%	Good
26-50	0	0%	Enough
0-25	0	0%	Bad

Base on Table 3, it can be concluded that the number of students who received the "good" category at interval values ranging from 51-75 was 35. In contrast, for the "very good" category, the number of students obtained was 32. Which of the two categories is the "good" gets more frequency than the "very good" category.

Independent Dimension Questionnaire Results

For the independent dimension, the researcher made 20 statements. The researcher gave the questionnaire to 67 PGSD students who took science courses. The following is the result of data acquisition that has been processed in the form of a pie chart as show in Figure 4.

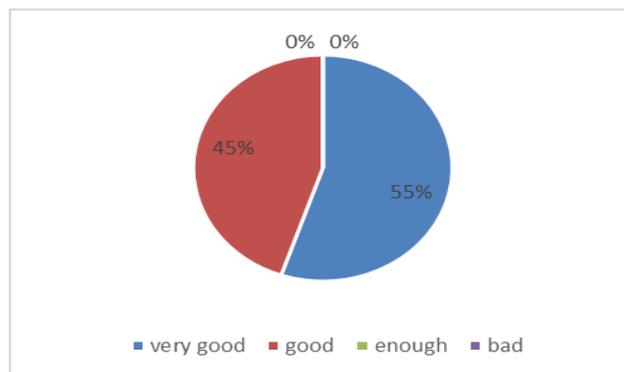


Figure 4. Diagram of Independent

From Table 4 obtain data that the "very good" category gets 55% while the "good" category is 45%, then the "sufficient" and "bad" categories get 0%. It can be interpreted that the number in the very good category is greater than in the good category. Besides, this fourth dimension has been embedded in students, the independent dimension with acquiring a very good category, so the independent behavior embedded in students is very good. Furthermore, the data acquisition frequency table can be seen in Table 4.

Table 4. Tabel of Independent

Interval	Frequency	Presentation	Category
76-100	37	55%	Very Good
51-75	30	45%	Good
26-50	0	0%	Enough
0-25	0	0%	Bad

From Table 4, it can be concluded that the number of students who get the "very good" category at interval values ranging from 76-100 is 37. In contrast, for the "good" category, the number of students gets 30. Which of the two categories is the "very good" gets more frequency than the "good" category.

Questionnaire Results Dimensions of Critical Thinking

The number of statements on the critical thinking dimension questionnaire is 20 and distributed to PGSD students. Acquisition of data on the dimensions of critical thinking can be seen in the pie chart as show in Figure 5.

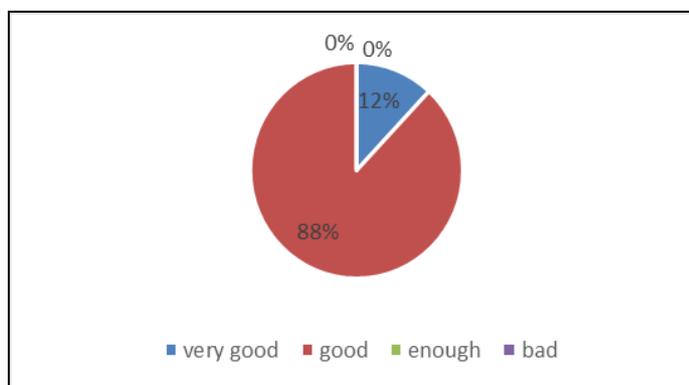


Figure 5. Diagram of Critical Thinking

From Figure 5 it is found that the "very good" category gets 12% of the data, then the "good" category gets 88%, and the "fair" and "poor" categories get 0%. It can be concluded that the good category dominates the results of student questionnaires on the critical thinking dimension. Hence, students have critical thinking skills of 88%, which are in the good category. The following is the acquisition of student frequency data on the dimensions of critical thinking show in Table 5.

Table 5. Tabel of Critical Thinking

Interval	Frequency	Presentation	Category
76-100	8	12%	Very Good
51-75	59	88%	Good
26-50	0	0%	Enough
0-25	0	0%	Bad

Base on Table 5 shows that the number of students who got the very good category was 8, while in the good category, the number of students got 59. So that the good category dominates, which means that students critical thinking skills are in the good category stage.

Results of the Creative Dimension Questionnaire

The number of statements on the critical thinking dimension questionnaire is 20 and distributed to PGSD students. Acquisition of data on the dimensions of critical thinking can be seen in the pie chart as show in [Table 6](#).

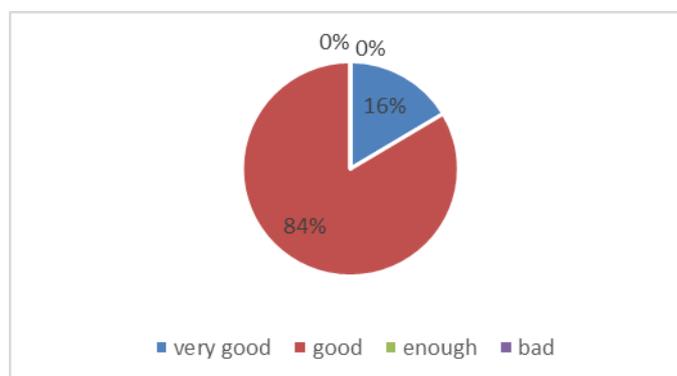


Figure 6. Diagram of Creative

From [Figure 6](#) it is found that the "very good" category gets 16% of the data, then the "good" category gets 84%, and the "fair" and "poor" categories get 0%. It can be concluded that the good category dominates the results of student questionnaires on the creative dimension, so 84% of students have creativity, which is in the good category. The following is the acquisition of student frequency data on the creative dimension as show in [Table 6](#).

Table 6. Table of Creative

interval	Frequency	Presentation	Category
76-100	11	16%	Very Good
51-75	56	84%	Good
26-50	0	0%	Enough
0-25	0	0%	Bad

Base on [Table 6](#) it can be seen that the number of students who get the very good category is 11. In contrast, in the good category, the number of students gets 56, so the good category dominates, which means that students' creative abilities are at the good category stage.

Discussion

The current Indonesian curriculum aims to shape the potential and character of students in realizing the Pancasila student profile. Character education must be carried out early and continuously to overcome problems that will arise in the future, such as dishonesty, irresponsibility, and not caring about other people or the environment and others ([Murniyetti et al., 2016](#); [Syofyan et al., 2022](#)). In this study, researchers attempted to measure the dimensions of the Pancasila student profile in PGSD students in science learning. Through the implementation of the Pancasila Student Profile, it is hoped that students can develop their character so that good character is formed and attached to students ([Nggano et al., 2022](#); [Nurhayati, 2022](#)). The researcher made 20 questionnaire statements on the six dimensions and then distributed them to PGSD students who took science courses. A person who has good qualities will continue to do good deeds. Then a comparison of the data from the six dimensions, the most data acquisition is in the very good category, in the first dimension, piety to God Almighty is 72%, which means that the faith in PGSD students is quite high

compared to the other dimensions in the very good category. Furthermore, for the good category, the most data acquisition was achieved on the critical thinking dimension of 88%, which can be concluded that PGSD students have high critical thinking skills compared to other dimensions in the good category.

Pancasila students are a picture of an Indonesian student who has global capabilities and acts under Pancasila values, with six main characteristics: piety to God Almighty, global diversity, cooperation, independence, critical thinking, and creativity (Arifin, 2021; Nggano et al., 2022). The Pancasila student profile is a program created to shape a character being implemented by the government, including in learning activities and science courses. The key to success in implementing the Pancasila student profile is the teacher. Teachers have a very important task in learning activities, including in the learning model used to succeed in the value of the Pancasila student profile (Pamungkas & Sudigdo, 2022; Uktolseja et al., 2022). The implication of implementation a Pancasila student profile in schools to help students, including university students, become people with the potential, skills, character, and ability to compete globally. The Pancasila student profile can be applied by learning about an important issue or problem to make them more active in going directly and finding a solution. This research also has limitations, one of the limitations of this research is the research subject which only involves PGSD students at one university which causes the research scope to be narrow. Future research is expected to further deepen and broaden research related to the implementation of a Pancasila student profile.

4. CONCLUSION

Character education must be instilled early by instilling methods of loving, loving, understanding, and doing good deeds. One of the efforts made to optimize the quality of education in Indonesia is the Pancasila student profile. The profile of Pancasila students makes character building a priority with local cultural elements. Pancasila students embody Indonesian students as lifelong students who have global competence and behave according to Pancasila values, with six main characteristics. It can be concluded that the six profiles of Pancasila students have been embedded in PGSD students, especially in the dimensions of piety to God Almighty and critical thinking.

5. REFERENCES

- Abdussamad, Z. (2021). *Metode Penelitian Kualitatif*. Syakir Media Press.
- Afiffalih, N. W., & Hasyim, N. (2022). Perancangan iklan layanan masyarakat tentang mengenalkan profil pelajar pancasila di sekolah dasar wilayah kabupaten semarang 1,2. *Citrakara*, 4(2), 194–209. <http://publikasi.dinus.ac.id/index.php/citrakara/article/view/6835>.
- Agnafia, D. N. (2019). Analisis Kemampuan Berpikir Kritis Siswa Dalam Pembelajaran Biologi. *Florea*, 6(1), 5–10. <https://doi.org/10.25273/florea.v6i1.4369>.
- Akhlis, I., & Dewi, N. R. (2014). Pengembangan perangkat pembelajaran science berorientasi cultural deviance solution berbasis inkuiri menggunakan ict untuk mengembangkan karakter peserta didik. *Jurnal Pendidikan IPA Indonesia*, 3(1), 86–94. <https://doi.org/10.15294/jpii.v3i1.2905>.
- Amalia, I., Artharina, F. P., & Kiswoyo. (2022). Pengembangan Bahan Ajar Cerita Bergambar Dengan Mengintegrasikan Profil Pelajar Pancasila Kelas I SDN Batarsari 5 Mranggan Demak. *Jurnal Pendidikan Dan Konseling*, 4(5), 2589–2595. <https://doi.org/10.31004/jpdk.v4i5.7005>.

- Andhini, G. P., Nurasiah, I., & Nurmeta, I. K. (2022). Nilai Kearifan Lokal dalam E-LKS Berbasis Wayang Sukuraga sebagai Perwujudan Profil Pelajar Pancasila. *Jurnal Pedagogi Dan Pembelajaran*, 5(1), 92–99. <https://doi.org/10.23887/jp2.v5i1.46776>.
- Arifin, A. (2021). Internalization of Pancasila Values and Nationalism in High Schools Through Citizenship Education. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 1899–1908. <https://doi.org/10.35445/alishlah.v13i3.1238>.
- Aziz, A., Purnama, A. W., & Hanifah, F. N. (2022). Profil Keterampilan dalam Critical Thnking Siswa Di Sman 3 Rangkasbitung pada Pembelajaran Biologi Kelas X untuk Menunjang Profil Belajar Pancasila. *Edudikara: Jurnal Pendidikan Dan Pembelajaran*, 7(2), 77–84. <https://doi.org/10.32585/edudikara.v7i2.287>
- Dewi, C. A., Khery, Y., & Erna, M. (2019). An ethnoscience study in chemistry learning to develop scientific literacy. *Jurnal Pendidikan IPA Indonesia*, 8(2), 279–287. <https://doi.org/10.15294/jpii.v8i2.19261>.
- Djonko-Moore, C. M., Leonard, J., Holifield, Q., Bailey, E. B., & Almughyirah, S. M. (2018). Using culturally relevant experiential education to enhance urban children’s knowledge and engagement in science. *Journal of Experiential Education*, 41(2), 137–153. <https://doi.org/10.1177/1053825917742164>.
- Hakim, S. A., & Syofyan, H. (2018). Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournament (Tgt) Terhadap Motivasi Belajar Ipa Di Kelas Iv Sdn Kelapa Dua 06 Pagi Jakarta Barat. *International Journal of Elementary Education*, 1(4), 249. <https://doi.org/10.23887/ijee.v1i4.12966>
- Hozaimi, H. (2022). Penguatan Karakter (Profil) Pelajar Pancasila Melalui Kegiatan Pesantren Ramadhan. *Abdau: Jurnal Pendidikan Madrasah Ibtidaiyah*, 5(1), 93–107. <https://doi.org/10.36768/abdau.v5i1.247>.
- Intania, E. V., & Utama, S. (2020). The role of character education in learning during the COVID-19 pandemic. *Jurnal Penelitian Ilmu Pendidikan*, 13(2), 129–136. <https://doi.org/10.21831/jpipfip.v13i2.32979>.
- Murniyetti, M., Engkizar, E., & Anwar, F. (2016). Pola Pelaksanaan Pendidikan Karakter Terhadap Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, 6(2), 156–166. <https://doi.org/10.21831/jpk.v6i2.12045>.
- Nggano, H. E., Arifin, I., & Juharyanto. (2022). Pembentukan Profil Pelajar Pancasila Ditinjau Dari Konsep Society 5.0. *Seminar Nasional Manajemen Strategik Pengembangan Profil Pelajar Pancasila Pada Pendidikan Anak Usia Dini*, 1(1), 1–10. <http://conference.um.ac.id/index.php/ap/article/view/3332>.
- Novayulianti, R. S. H. (2021). Analisis Aktivitas Belajar Siswa Pada Mata Pelajaran IPA Kelas V di SDN Duri Kepa 05 Dalam Masa Pandemi Covid-19. *Jurnal Inovasi Pendidikan*, 2(3), 987–996. <https://doi.org/https://doi.org/10.47492/jip.v2i3.793>.
- Nurhayati. (2022). Strengthening Pancasila Student Profiles In Independent Learning Curriculum In Elementary School. *Lnternational Journal of Humanities and Social Science (IJHESS)*, 1(6), 976–988. <https://doi.org/10.55227/ijhess.v1i6.183>.
- Nurmawati, A. D., Nisa, A. F., Rosianawati, A., Artopo, B., Erva, R. A. L., & Nizhomi, B. (2022). Implementasi Ajaran Tamansiswa Tri Nga Melalui Model Pembelajaran Discovery Learning Dalam Pembelajaran IPA Kelas IV Sekolah Dasar. *Trihayu: Jurnal Pendidikan Ke-SD-An*, 8(2), 1366–1372. <https://doi.org/10.30738/trihayu.v8i2.11832>.
- Pamungkas, O. Y., & Sudigdo, A. (2022). Profile of Pancasila Students: Implementation of Diversity in MBKM Student’s Stories in UST Yogyakarta. *Daengku: Journal of Humanities and Social Sciences Innovation*, 2(2), 156–164. <https://doi.org/10.35877/454ri.daengku870>.

- Ramdani, A., Utami, S. D., Efendi, I., Dewi, I. N., & Rohyani, I. S. (2020). Local wisdom integrated biology learning program as an alternative to increase generic science skills. *Journal of Physics: Conference Series*, 1521(4). <https://doi.org/10.1088/1742-6596/1521/4/042027>.
- Safitri, A., Wulandari, D., & Herlambang, Y. T. (2022). Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia. *Jurnal Basicedu*, 6(4), 7076–7086. <https://doi.org/10.31004/basicedu.v6i4.3274>.
- Sukriyatun, G. (2022). Pendidikan Karakter pada Kurikulum 2013 dan Perkembangannya Menuju Profil Pelajar Pancasila. *Jurnal Primer Edukasi*, 1(2), 1–14. <https://doi.org/10.56406/jpe.v1i2.96>.
- Supandi, M., & Senam, S. (2020). Development of Science Learning Media-Based Local Wisdom Batui to Improve Critical Thinking Ability. *Jurnal Pendidikan Dan Pengajaran*, 52(3), 163–171. <https://doi.org/10.23887/jpp.v52i3.18149>.
- Susilawati, E., Sarifudin, S., & Muslim, S. (2021). Internalisasi Nilai Pancasila Dalam Pembelajaran Melalui Penerapan Profil Pelajar Pancasila Berbantuan Platform Merdeka Mengajar. *Jurnal Teknodik*, 25(2), 155–167. <https://doi.org/10.32550/teknodik.v25i2.897>.
- Sutiyono. (2021). Analisis Faktor Pendukung dan Faktor Penghambat Pembentukan Profil Pelajar Pancasila. *Jurnal of Nusantara Education*, 2(1), 1–10. <https://doi.org/10.57176/jn.v2i1.39>.
- Syofyan, H. (2017). Membangun Peradaban Dengan Pendidikan Karakter Dalam Pembelajaran Di Sekolah. *Eduscience*, 2(2), 45–57. <https://www.jptam.org/index.php/jptam/article/view/4429>.
- Syofyan, H., & Amir, T. L. (2019). Penerapan Literasi Sains Dalam Pembelajaran IPA Untuk Calon Guru SD. *JPD: Jurnal Pendidikan Dasar*, 10(2), 35–43. <https://doi.org/10.21009/10.21009/JPD.081>.
- Syofyan, H., Rosyid, A., Febrianti, N., & Ratih, R. (2022). The Character of Responsibility and Honesty: Its Impact on Science Learning Outcomes. *International Journal of Elementary Education*, 6(1), 158–164. <https://doi.org/10.23887/ijee.v6i1.41353>.
- Tinto, V. (1997). Classrooms as communities: Exploring the educational character of student persistence. *Journal of Higher Education*, 68(6), 599–623. <https://doi.org/10.2307/2959965>.
- Uktolseja, N. F., Nisa, A. F., Arafik, M., & Wiarsih, N. (2022). Penanaman Nilai-Nilai Profil Pelajar Pancasila melalui Pembelajaran Tematik Berbasis Project Based Learning Di Sekolah Dasar. *Prosiding Seminar Nasional Pendidikan Guru Sekolah Dasar*, 1(1), 151–158. <https://jurnal.ustjogja.ac.id/index.php/sn-pgsd/article/view/12369>.
- Utari, D., & Afendi, A. R. (2022). Implementation of Pancasila Student Profile in Elementary School Education with Project-Based Learning Approach. *EduLine: Journal of Education and Learning Innovation*, 2(4), 456–464. <https://doi.org/10.35877/454ri.eduline1280>.
- Wardani, R. K., & Syofyan, H. (2018). Pengembangan Video Interaktif pada Pembelajaran IPA Tematik Integratif Materi Peredaran Darah Manusia. *Jurnal Ilmiah Sekolah Dasar*, 2(4), 371. <https://doi.org/10.23887/jisd.v2i4.16154>.